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ABSTRACT

Accountability in two-year college vocational education assumes that colleges have knowledge of students' goals while they are attending college and have the capacity to follow-up on students to determine whether those goals were achieved. One measure of goal achievement is employment or further enrollment in fields in which students have been trained. Over the past several years, a Vocational Education Statewide Student Follow-Up System (SSFS) has been designed, tested, and implemented in California so that such information can be gathered and reported. The SSFS project was built upon previous statewide follow-up research, using simplified procedures and data processing methods. The SSFS requires data to be collected from students while they are still attending classes and 6 months to a year after they leave the college. Various follow-up reports can be generated by the system, including reports of the employment status of students by program and by special needs category; of the names and addresses of employers of former students; of the frequency with which program classes were completed by students; of students' evaluation of the skills taught through the instructional program; and of student comments. Of the 106 California community colleges, 48 have participated thus far, providing data from over 38,000 students representing over 140 programs. By June 1987, the SSFS is scheduled to be fully functional at 26 to 30 of these colleges. The SSFS report includes sample data from the 1984-85 classroom survey report and 1985-86 follow-up survey. (Author/EJV)

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Board of Governors of the
California Community Colleges
April 16-17, 1987

VOCATIONAL EDUCATION STUDENT FOLLOW-UP SYSTEM

7

For Information

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Board of Governors of the
California Community Colleges
April 16-17, 1987

VOCATIONAL EDUCATION STUDENT FOLLOW-UP SYSTEM 7

For Information

Summary

Ideally, accountability in vocational education, as in all dimensions of the community college mission, assumes that colleges have knowledge of students' goals while they are attending college and, ultimately, have the capacity to follow-up on students after they leave college in order to determine if their goals were achieved. In vocational education, one way that goals may be determined is to find evidence of employment in fields in which students received training or of enrollment in advanced training. Over the past several years, a statewide Vocational Education Student Follow-Up System has been designed, tested, and implemented in order that such knowledge can be gathered and reported. Interestingly, the impetus, in the case of vocational education, has been the increasing interest shown by the federal government in knowing whether funded vocational programs have the effects intended by the supporting legislation. As seen in this report, those interests, and the means by which they have been pursued, are strikingly similar to those expressed by the Board of Governors in approving the concept of matriculation as applied to students enrolled in all the educational endeavors provided by community colleges.

This information item presents background on the development of the follow-up system created for vocational education. It also gives the current status of implementation of that system, summarizes data gathered to date, and discusses the future of that system in relation to the implementation of matriculation for all students in the California Community Colleges.

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Background

Educational Accountability

During the 1970s, "accountability" became a catch phrase of both opponents and friends of public education. Even though "accountability" sounded like a good idea, most advocates remained somewhat unclear as regards the precise definition of the term. This report, shaped by the interests of the federal government in relation to vocational education, defines accountability as the obligation of colleges to assist students in achieving their reasonable vocational goals, coupled with the obligation to take definite steps to determine how well they did in assisting students to achieve those goals. Thus, a college should exert efforts to help students to accomplish the purpose for which they enroll as well as get feedback on the actual outcomes. Implicitly, at least, that also suggests that when colleges judge that students hold "unreasonable" goals, it should provide guidance and other assistance to encourage achievable goals.

If one accepts this definition of accountability, at least two kinds of data are required: 1) a statement of the student goal and 2) follow-up contact with the student to determine the student's job status or educational level after the training has been completed. For example, if a student's goal is to earn an associate degree and become a nurse, that fact must be recorded and the student's record checked to see if the student had a nursing major, graduated, and passed the state licensing examination for RNs. If the student plans to transfer to a senior college, wishes to upgrade skills related to his/her employment, or merely desires to increase personal knowledge, that too should be recorded and a follow-up contact made to determine if goals were achieved.

This kind of accumulation and interpretation of data generally is referred to as a follow-up study. If one deals with but a handful of students, the accomplishment of this kind of accountability is relatively easy. Most California community colleges, however, must attempt to make contact with thousands of vocational students to satisfy federal VEA reporting requirements. The follow-up task, to be done well, is expensive and time consuming. Fortunately, through matriculation California has seen the need to assist and follow up on students' attainment of educational goals for purposes more positive than accountability alone, and it has done so with an aim to assist all students, rather than only those in federally-funded vocational programs. Nonetheless, the impending implementation of matriculation in the community colleges can gain much from what has been learned in attempting to comply with federal regulators under the vocational education acts.

Follow-Up Studies in the Community Colleges

California's community colleges attract students with highly diverse goals. Though it may be tempting to categorize student goals under broad mission headings such as

"vocational," "transfer," and "personal," such a classification does little to explain student behavior or simplify the follow-up task. Under each of these three broad headings, there are students with diverse interests and expectations for their college experiences. For instance, one vocational student might attend classes to learn to become a computer programmer after having completed an associate degree in another field. Another may take the same classes in order to transfer to the university with a computer science major. A third may complete one or two computer science classes to learn a new computer language for a job in which he or she is presently employed. As a consequence, the evaluation of the effectiveness of the curriculum must take into account the goal of the student. Determining and recording a student's goal and then relating that goal to the outcome of the student's educational experience is not a simple procedure. And to follow thousands of students after they have left college while taking into account their purposes for being there requires a complex set of activities. For the college administrator, working alone without specific training in survey procedures, the prospect can be overwhelming. The Vocational Education Student Follow-Up System reported on here has its roots in efforts ten or more years ago to assist vocational deans to meet the federal vocational education act reporting requirements.

A review of the status of student follow-up revealed that, despite the widespread interest in assessment and placement, only a few of the 106 California community colleges have the resources to conduct extensive follow-up on students. And, as might be expected, locally developed student follow-up systems tend to be quite different from one another, which detracts from any meaningful aggregation of data. The introduction by the federal government of the Vocational Education Data System (VEDS) in 1976 locked colleges into a set of required procedures. Since that time, colleges have gone through the motions of conducting a follow-up study of their former vocational students every year. In many instances, however, these studies have amounted to sending double postcards containing the compulsory questions to an undefined group of students and receiving a low response rate. The responses have typically been aggregated by class, by college, by district, and finally by state, with each aggregation further diluting the hope for meaningful findings.

For vocational *transfer* students, the statewide follow-up activity is the feedback reported to the community colleges about their former students by the University of California (UC) and the California State University (CSU) systems. UC provides regular feedback on a student-specific basis from its systemwide office. CSU accumulates and reports basic summary data at the state level. Individual CSU campuses provide student-specific reports; they are not, however, consistent in format and content.

The Statewide Student Follow-Up System

The Statewide Student Follow-Up System (SSFS) is not a new project; it has evolved from other vocational education projects sponsored by the Chancellor's Office with

impetus from the federal government. Since 1972, staff have purposefully attempted to move the vocational education programs in the community colleges toward an accountability system based on student outcomes. In the early 1970's, the Community College Occupational Program Evaluation System (COPES) was developed to evaluate programs. In COPES reports, an identified weakness of most programs was the lack of a systematic follow-up on students who had completed occupational courses and/or programs. An important early step to correct that deficiency was taken when a project was funded to examine the follow-up procedures used in the early 1970's and to improve them. This study, called the Student Accountability Model (SAM), was funded from 1972 through 1979 and the resultant process is still used by the colleges.[1]

Among the several contributions made by the SAM study was the definition of five levels of "vocational education" in the courses offered by community colleges and five levels of completion of the students who had been enrolled in those courses. (The five levels of "vocational education" are: apprenticeship, specific occupational major, broad occupational major, undetermined occupational major, and nonoccupational major. The five levels of completion are: graduate, certificate, achiever, partial completer, and noncompleter.) A five by five matrix based on these levels permitted the researcher to classify former vocational students in terms of expectancy of reaching their goals. Building on the evidence made available by SAM, the Chancellor's Office then funded the Statewide Longitudinal Study (SLS) which, for three years, followed 7,000 students who first enrolled in one of 15 colleges in 1978.[2] Again, there were scores of findings about the community college students, but none as important as the fact that there were <u>at least</u> five different kinds of vocational students and <u>at least</u> seven different kinds of transfer students.

Knowledge gained from the SAM and SLS projects indicated that to meet reporting requirements, new approaches were needed to overcome the problems of previous follow-up efforts. The currently-funded SSFS project builds upon past work and is the next logical stage of development. It incorporates the procedures recommended by SAM and provides reports which relate a student's goal to his or her evaluation of the college instructional program. It adds to the previous work by evaluating the instructional program in terms of the skills and knowledge the teaching staff intended to convey to students and by providing follow-up questionnaires that are specific to each instructional program. It simplifies follow-up procedures with a menu-driven microcomputer database system, standardizes data definitions and procedures to allow data to be aggregated at the state level and makes data derived from the study far more useful at both the local and state levels.

1 The latest version is. Chancellor's Office, *Operations Manual, Student Accountability Model*, July 1984

2 Sheldon, M. Stephen, *Statewide Longitudinal Study, 1978-1981, Final Report*, Los Angeles Pierce College, 1981

The computer applications programs which drive the SSFS were written using a commercially available database management software package which was chosen because it can be installed on most of the microcomputer systems currently in use by community colleges. The menu system used by the SSFS computer programs is intended to simplify the procedure required to gather and record student follow-up data. Until the introduction of the SSFS, the vocational administrators needed a variety of resources to conduct a follow-up study: someone available who was knowledgeable in institutional research methodology, someone available with considerable skill in data entry, access to the college data processing services, and a skilled programmer. With the introduction of the SSFS, the college administrator is able to conduct a student follow-up survey with student clerical help and minimum involvement of the college's computer services. It is expected that the implementation of an even more comprehensive data base for matriculation will provide similar ease of access for counselors and other college staff to the records of all students enrolled for credit.

Operationally, the SSFS requires data to be collected from students on two occasions: first, while students are still attending classes (the Classroom Survey) and, second, six months to a year after they have left the college (the Follow-Up Survey). Although not currently required, the system works best if a data file with student names, identification numbers, and addresses can be transferred or downloaded from the college's primary data system to the SSFS system. This capacity should be structured into the design of the colleges' matriculation data system and/or the new state-level management information system.

Various kinds of student follow-up reports can be generated by the system, including:

1. **A report of the employment status of students by program.** The computer programs which report survey data are written to allow each occupational program offered by the college to be summarized in a two-page report. Further, because each college uses the same survey form and therefore the same definitions, the data can be meaningfully aggregated across colleges. A facsimile of the two page report, first as a single college program and, second, as an aggregated Taxonomy of Program category for statewide reporting may be found in the Appendix (Tables 1 and 2). From the statewide point of view, one of the advantages of the SSFS to the Chancellor's Office is that it allows data to be aggregated across colleges.

2. **A report of the employment status of students by special needs category.** Any of the special needs categories of students (handicapped, limited English, etc.) can be reported by the SSFS. The special needs report follows the same format as the employment status report, but selects only those students who meet the special needs category.

3. **A report of the name, address, and telephone numbers of employers of students or former students** may be printed from the database. This information can be of great value to the college staff in making contact with business and industry personnel. A separate list is printed for each of the occupational programs offered by the college.

4. **A report of the frequency with which classes offered as part of the program were completed by students** may give the college administrator a means of evaluating the function and utility of classes within the curriculum.

5. **A report of the student's evaluation of the skills taught through the instructional program** should assist the college staff in the evaluation of curriculum. A sample printout for one program of one college is presented as Table 3 in the Appendix.

6. **A report of comments** students made on the survey form is maintained within the database and reported by instructional program. A sample of this report is Table 4 in the Appendix.

Other reports, based upon data within the system, can easily be generated because of the flexibility of the computer program.

A Summary of the Advantages of the System

- The SSFS is intended to give college administrators and teaching staff better access to student follow up data. Computer programs provide the college occupational administrator, using a personal microcomputer, with the capability of conducting both classroom and student follow-up surveys, then selecting a variety of reports from a menu.

- The SSFS provides both the community colleges and the Chancellor's Office staff with data which is comparable among classes, among programs, among colleges, and among college districts.

- The SSFS provides the college staff with an evaluation of the instructional program by former students in terms of the skills and knowledge the staff intended to teach. These data can be used by the faculty of each department to modify the courses and programs so that the objectives of each can be modified to teach those skills that are most useful to get jobs or promotions.

- The SSFS can be managed with a minimum knowledge of survey methods or computers. Many of the tasks which required either a background in institutional research or data processing skills can now be managed by a person with ordinary clerical skills.

Status of the Project

Forty eight of the 106 California community colleges have thus far participated in the project: thirteen in the original pilot project beginning in 1983; twenty-five additional colleges commencing with the 1984-85 academic year, and ten new colleges since June, 1986. In the first two phases of the project, procedures and computer software were under development and not available for distribution. In June, 1986, the SSFS project was authorized to provide computer software and inservice training to staff at twenty-six colleges. Since that time, twenty-four colleges have installed SSFS software and have begun to manage the student follow-up process locally. (See Appendix, Table 5.) It is anticipated that by June of 1987 a minimum of twenty-six colleges will have installed the software system.

Summary of Follow-Up Data From Participating Colleges

The first year summary consists of data from over 38,000 students representing over 140 programs. Table 6 gives a one-page summary of the total participation. Tables 7-1 through 5, give summaries of five programs selected randomly from among about 120 programs in the system.

It should be noted that this report gives one year of data only. For proper analysis of the information, there should be at least two years of data to provide a reasonable level of confidence. By the end of 1987-88, it is expected that sufficient data for a good baseline, along with appropriate projections and trends, will be available.

Most of the individual colleges participating in the follow-up study are already using their information for local program improvement.

Future of the Statewide Student Follow-Up System

At the conclusion of the current project in June 1987, the SSFS is scheduled to be functional at 26 to 30 college campuses.

Plans for the continued implementation and expansion of SSFS must, of course, be integrated with the implementation of the required data base for evaluating matriculation and, ultimately, with the new state-level Management Information System. To achieve these goals, the funding contracts for the next phase of SSFS will contain language to assure adequate coordination of planning in such complementary areas as hardware and software acquisitions.

At the same time, this next phase will proceed with the following objectives in order to maintain the capability of districts and the state to meet their federal reporting requirements:

1. Installation of the SSFS in all California community colleges and conversion of management of the process to college staff who are directly responsible for the instructional programs;

2. Development of a comprehensive statewide list of skills for each Taxonomy of Program (TOP) instructional program for both state and local use;

3. Training several resource persons from among the current users of the SSFS to assist colleges in adopting the system;

4. Addition of an Employer Follow-Up component to the system. This will provide feedback on employers' impressions about the level of skills and knowledge possessed by the former students and, also, employers' judgments about the types of skills and knowledge that are required for the specific occupation.

APPENDIX

Table 1-1

College Y
Classroom Survey Report
1984-85

010900 Horticulture — Total Students: 63

Employment Status

Student's Employment Status

		Number	Percent
1.	Working Full-time	15	26.7
2.	Working Part-time	30	53.5
3.	Not Working; Seeking Work	6	10.7
4.	Not Working; Not Seeking Work	5	8.9
Total Response:		56	100.0

Relationship of Classes to Employment:

		Number	Percent
1.	Classes are related to current employment	9	56.2
2.	Classes are not related to current employment	7	43.7
Total Response:		16	100.0

Responses to the following questionnaire items were tabulated only if the student held a job related to classes while attending.

Current Employment Began:

		Number	Percent
1.	Before college	6	66.6
2	After starting	3	33.3
Total Response		9	100.0

Future Job Plans:

		Number	Percent
1.	Keeping the job	5	71.4
2.	Will not keep	2	28.5
Total Response:		7	100.0

College Help in Finding a Job:

		Number	Percent
1.	Instructor	2	22.2
2	Placement	1	11.1
3.	Other Help	0	0.0
4	No Help/Unknown	6	66.6
Total. (No response is included in category four)		9	100.0

Wage or Estimated Hourly Rate

		Number	Percent			Number	Percent
Under	$4.00	0	0.0	$12.01 through	$14.00	0	0.0
$4.01 through	$6.00	1	14.2	$14.01 through	$16.00	0	0.0
$6.01 through	$8.00	1	14.2	$16.01 through	$18.00	0	0.0
$8.01 through	$10.00	4	57.1	$18.01 through	$20.00	0	0.0
$10.01 through	$12.00	0	0.0	Over	$20.00	1	14.2

Table 1-2

College Y
Classroom Survey Report
1984-85

010900 Horticulture — Total Students: 63

Student Characteristics at Entrance

Age:

	Number	Percent
1. Under 21	3	4.8
2. 21 Through 25	18	29.0
3. 26 Through 30	16	25.8
4. 31 Through 35	13	20.9
5. 36 Through 40	6	9.6
6. 41 Through 45	5	8.0
7. 46 Through 50	0	0.0
8. 51 Through 55	1	1.6
9. Over 55	0	0.0
Total Response	62	100.0

Ethnic Status:

	Number	Percent
1. Am Indian	0	0.0
2. Asian	2	3.3
3. Black	0	0.0
4. Filipino	0	0.0
5. Hispanic	3	5.0
6. White	50	84.7
7. Other Pacific	0	0.0
8. Other	4	6.7
Total Response	59	100.0

Sex:

	Number	Percent
1. Male	23	38.9
2. Female	36	61.0
Total Response:	59	100.0

Educational Plan:

	Number	Percent
1. AA Degree	29	46.0
2. Certificate	8	12.7
3. Unstated	26	41.2
Total:	63	100.0

(Students who did not respond are included in category three)

First Listed Purpose for Attending:

	Number	Percent
1 Preparing for a new career	22	34.9
2 Preparing for job advancement	13	20.6
3 Improving skills for the same job	11	17.4
4 Maintaining a license	0	0.0
5 Learning non-job skills	1	1.5
6 Preparing to transfer to another college	8	12.7
7. Purpose not listed (includes no response)	8	12.7
Total students who indicated an educational goal	63	100.0

Table 2-1

All Colleges
Statewide Classroom Survey Report
1984-85

010900 Horticulture — Total Students: 503

Employment Status

Student's Employment Status:

		Number	Percent
1.	Working Full time	211	46.5
2.	Working Part time	155	34.2
3.	Not Working; Seeking Work	41	9.0
4.	Not Working; Not Seeking Work	46	10.1
Total Response:		453	100.0

Relationship of Classes to Employment:

		Number	Percent
1.	Classes are related to current employment	183	62.8
2.	Classes are not related to current employment	108	37.1
Total Response:		291	100.0

Responses to the following questionnaire items were tabulated only if the student held a job related to classes while attending

Current Employment Began:

	Number	Percent
1. Before college	118	65.1
2. After starting	63	34.8
Total Response:	9	100 0

Future Job Plans:

	Number	Percent
1. Keeping the job	109	81.9
2. Will not keep	24	18.0
Total Response:	133	100.0

College Help in Finding a Job:

	Number	Percent
1. Instructor	16	8.7
2. Placement	3	1.6
3. Other Help	4	2.1
4. No Help/Unknown	160	87.4
Total: (No response is included in category four)	183	100.0

Wage or Estimated Hourly Rate:

		Number	Percent			Number	Percent
Under	$4.00	12	8.8	$12.01 through	$14.00	13	9.5
$4.01 through	$6.00	29	21.3	$14.01 through	$16.00	3	2.2
$6.01 through	$8.00	25	18.3	$16 01 through	$18.00	1	0.7
$8.01 through	$10.00	27	19.8	$18.01 through	$20.00	1	0.7
$10 01 through	$12.00	19	13.9	Over	$20.00	6	4.4

Table 2-2

All Colleges
Statewide Classroom Survey Report
1984-85

010900 Horticulture — Total Students: 63

Student Characteristics at Entrance

Age:

	Number	Percent
1. Under 21	52	11.0
2. 21 Through 25	95	20.2
3. 26 Through 30	96	20.4
4. 31 Through 35	78	16.6
5. 36 Through 40	51	10.8
6. 41 Through 45	36	10.8
7. 46 Through 50	22	7.6
8 51 Through 55	17	3.6
9. Over 55	22	4.6
Total Response:	469	100.0

Ethnic Status:

	Number	Percent
1. Am Indian	6	1.3
2. Asian	19	4.1
3. Black	5	1.0
4. Filipino	7	1.5
5. Hispanic	22	4.7
6. White	385	83.5
7. Other Pacific	3	0.6
8 Other	14	3.0
Total Response	461	100.0

Sex:

	Number	Percent
1. Male	253	56.2
2. Female	197	43.7
Total Response:	450	100.0

Educational Plan:

	Number	Percent
1. AA Degree	186	36.9
2. Certificate	116	23.0
3. Unstated	201	39.9
Total:	503	100.0

(Students who did not respond are included in category three)

First Listed Purpose for Attending:

	Number	Percent
1 Preparing for a new career	151	30.0
2 Preparing for job advancement	73	14.5
3 Improving skills for the same job	101	20.0
4 Maintaining a license	18	3.5
5 Learning non-job skills	37	7.3
6 Preparing to transfer to another college	50	9.9
7 Purpose not listed (includes no response)	73	14.5
Total students who indicated an educational goal:	503	100.0

Table 3

Student Follow-up System
Occupational Skills and Knowledge Ratings

010900	Horticulture	A	B	C	D
1	Knowledge of erosion control methods	0	1	2	1
2	Knowledge of greenhouse design principles	2	4	2	0
3	Knowledge of ornamental plants	2	6	3	0
4	Knowledge of pests and pesticides	2	3	3	0
5	Knowledge of plant anatomy and growth systems	1	1	0	1
6	Knowledge of soils and fertilizers	0	0	2	2
7	Knowledge of turf grass types	0	1	1	2
8	Skill in dealing with consumers	0	1	2	2
9	Skill in estimating and bidding	0	1	0	2
10	Skill in grafting and propagations	1	1	2	1
11	Skill in greenhouse management	0	1	1	2
12	Skills in installation of turf grasses	1	2	0	1
13	Skill in labor supervision	0	2	1	1
14	Skill in landscape construction	1	3	2	1
15	Skill in landscape maintenance	1	3	2	1
16	Skill in records management	0	2	1	2
17	Skill in using landscaping equipment	0	0	0	0
18	Work Experience in Horticulture	0	0	0	0

Student Count: 10

Rating Percentages:		A	B	C	D
1	Knowledge of erosion control methods	0.00	0.10	0.20	0.10
2	Knowledge of greenhouse design principles	0.20	0.40	0.20	0.00
3	Knowledge of ornamental plants	0.20	0.60	0.30	0.00
4	Knowledge of pests and pesticides	0.20	0.30	0.30	0.00
5	Knowledge of plant anatomy and growth systems	0.10	0.10	0.00	0.10
6	Knowledge of soils and fertilizers	0.00	0.00	0.20	0.20
7	Knowledge of turf grass types	0.00	0.10	0.10	0.20
8	Skill in dealing with consumers	0.00	0.10	0.20	0.20
9	Skill in estimating and bidding	0.00	0.10	0.00	0.20
10	Skill in grafting and propagations	0.10	0.10	0.20	0.10
11	Skill in greenhouse management	0.00	0.10	0.10	0.20
12	Skills in installation of turf grasses	0.10	0.20	0.00	0.10
13	Skill in labor supervision	0.00	0.20	0.10	0.10
14	Skill in landscape construction	0.10	0.30	0.20	0.10
15	Skill in landscape maintenance	0.10	0.00	0.10	0.10
16	Skill in records management	0.00	0.20	0.10	0.20
17	Skill in using landscaping equipment	0.00	0.00	0.00	0.00
18	Work Experience in Horticulture	0.00	0.00	0.00	0.00

These percentages are based upon the frequency with which a list item is checked by students. Rating percenages are derived by dividing the number of times an item is checked by the total number of students who checked at least one item.

Ratings. Column A = Helped to get the job
Column B = Helped to do the job
Column C = Helped to advance on the job
Column D = Not helpful in the job

Table 4

College X
Sample Student Comments from the Follow-up Survey
1985-86

070410 Computer Science - Business Application

You offer nothing in the system programming field. All classes are aimed towards business data processing.

The college is doing a great job for students who need job skills. I am a middle age professional who attended for self-improvement only.

Classes really helped, but as for programming, I would have liked to have been able to be more creative such as writing my own programs from problems composed by me instead of problems in the text book.

Need more hands on training with real world problems and equipment. More exposure to people working in the field and more employment and recruitment information.

The college did not help me to get my present job, but I am starting my own business in which the courses I took will be more applicable.

Make the results of this study available to students and other job market surveys.

Computer training should spend more time on file building in the particular language you are studying.

Table 5

Colleges Participating in the Statewide Student Follow-up System

The original thirteen colleges in the pilot project which began in 1983 were:

American River College
Butte College
Cerritos College
Citrus College
College of the Siskiyous
Contra Costa College
East Los Angeles College
Evergreen Valley College
Rio Hondo College
San Diego Miramar College
San Jose City College
Santa Rosa Junior College
West Los Angeles College

Twenty-five additional colleges participated in the project commencing with the 1984-85 academic year. They were:

Antelope Valley College
Bakersfield College
Cabrillo College
Cerro Coso College
Coastline College
Cosumnes River College
DeAnza College
Diablo Valley College
Fresno City College
Golden West College
Indian Valley Colleges
Long Beach City College
Los Angeles Pierce College
Los Medanos College
Moorpark
Napa College
Orange Coast College
Porterville College
Saddleback North College
San Diego City College
San Francisco City College
San Joaquin Delta College
College of the Sequoias
Skyline College
West Valley College

Since June 1986, twenty-four colleges have installed SSFS software and have begun to manage the student follow-up process locally. They are:

Allan Hancock College
American River College
Bakersfield College
Cerritos College
Coastline College
Cosumnes River College
DeAnza College
Evergreen Valley College
Golden West College
Grossmont College
Irvine Valley College
Mt. San Jacinto College
Orange Coast College
Oxnard College
Rancho Santiago College
Riverside City College
Sacramento City College
San Joaquin Delta College
San Jose City College
Santa Barbara City College
Santa Monica College
Santa Rosa Junior College
Ventura College
West Vailey College

Table 6

STATEWIDE STUDENT FOLLOW-UP PROJECT
Student Objective and Employment Status
1985-86

ALL PROGRAMS	Total Students	Still in College		Employed		Unemployed		Status Unknown
		Same College	Another College	Job is Related	Job Not Related	Seeking Work	Not Seeking	
Prepare for a new career	13,761	3,737	162	1,583	443	152	111	7,573
Prepare for a job change	6,306	1,458	35	1,129	166	25	12	3,481
Improve skill at the present job	4,579	733	41	866	124	10	10	2,795
Maintain a license	1,334	326	8	157	45	12	11	775
Totals:	25,980	6,254	246	3,735	778	199	144	14,624

Employment Percentages	Total Job Market	Job is Related	Job Not Related	Seeking Work	
Prepare for a new career	2,178	0.72	0.20	0.06	
Prepare for a job change	1,320	0.85	0.12	0.01	
Improve skill at the present job	1,000	0.86	0.12	0.01	
Maintain a license	214	0.73	0.21	0.05	
Totals:	4,712	0.79	0.16	0.04	

1. All students who indicated both their purpose for attending and provided a valid mailing address are included in this report.

2. Students who indicated a nonoccupational goal or provided an incomplete mailing address are reported only in the Classroom Survey Report.

3. At the top of the page, the student's primary purpose for attending classes as recorded during the 1984-85 Classroom Survey is cross tabulated with the student's employment or college status recorded one year later.

4. At the bottom of the page, the job status of students who were known to have entered the job market is expressed as a percentage of the number of students in the three job market categories.

Table 7-1

STATEWIDE STUDENT FOLLOW-UP PROJECT
Student Objective and Employment Status
1985-86

TOP: 050200 ACCOUNTING	Total Students	Still in College		Employed		Unemployed		Status Unknown
		Same College	Another College	Job is Related	Job Not Related	Seeking Work	Not Seeking	
Prepare for a new career	685	170	14	65	27	9	6	394
Prepare for a job change	546	128	3	111	17	1	0	286
Improve skill at the present job	372	51	17	84	10	1	0	209
Maintain a license	66	16	0	12	3	0	0	35
Totals:	1,669	365	34	272	57	11	6	924

Employment Percentages	Total Job Market	Job is Related	Job Not Related	Seeking Work	
Prepare for a new career	101	0.64	0.26	0.08	
Prepare for a job change	129	0.86	0.13	0.00	
Improve skill at the present job	95	0.88	0.10	0.01	
Maintain a license	15	0.80	0.20	0.00	
Totals:	340	0.80	0.16	0.03	

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4. At the bottom of the page, the job status of students who were known to have entered the job market is expressed as a percentage of the number of students in the three job market categories.

Table 7-2

STATEWIDE STUDENT FOLLOW-UP PROJECT
Student Objective and Employment Status
1985-86

TOP: 070410 COMPUTER PROGRAMMING-BUS	Total Students	Still in College		Employed		Unemployed		Status Unknown
		Same College	Another College	Job is Related	Job Not Related	Seeking Work	Not Seeking	
Prepare for a new career	1,124	347	17	86	45	14	11	604
Prepare for a job change	503	131	6	78	18	0	1	269
Improve skill at the present job	356	53	4	75	17	1	2	204
Maintain a license	42	12	0	4	2	0	1	23
Totals:	2,025	543	27	243	82	15	15	1,100

Employment Percentages	Total Job Market	Job is Related	Job Not Related	Seeking Work
Prepare for a new career	145	0.59	0.31	0.09
Prepare for a job change	96	0.81	0.18	0.00
Improve skill at the present job	93	0.80	0.18	0.01
Maintain a license	6	0.66	0.33	0.00
Totals:	340	0.71	0.24	0.04

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4. At the bottom of the page, the job status of students who were known to have entered the job market is expressed as a percentage of the number of students in the three job market categories.

Table 7-3

STATEWIDE STUDENT FOLLOW-UP PROJECT
Student Objective and Employment Status
1985-86

TOP: 093400 ELECTRONIC/ELECTRICAL TECH	Total Students	Still in College		Employed		Unemployed		Status Unknown
		Same College	Another College	Job is Related	Job Not Related	Seeking Work	Not Seeking	
Prepare for a new career	1,124	389	15	72	34	13	4	597
Prepare for a job change	458	142	3	61	9	0	0	243
Improve skill at the present job	362	109	0	60	10	1	0	182
Maintain a license	57	22	1	1	0	3	0	30
Totals:	2,001	662	19	194	53	17	4	1,052

Employment Percentages	Total Job Market	Job is Related	Job Not Related	Seeking Work	
Prepare for a new career	119	0.60	0.28	0.10	
Prepare for a job change	70	0.87	0.12	0.00	
Improve skill at the present job	71	0.84	0.14	0.01	
Maintain a license	4	0.25	0.08	0.75	
Totals:	264	0.73	0.20	0.06	

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4. At the bottom of the page, the job status of students who were known to have entered the job market is expressed as a percentage of the number of students in the three job market categories.

Table 7-4

STATEWIDE STUDENT FOLLOW-UP PROJECT
Student Objective and Employment Status
1985-86

TOP: 120310 NURSING, RN	Total Students	Still in College		Employed		Unemployed		Status Unknown
		Same College	Another College	Job is Related	Job Not Related	Seeking Work	Not Seeking	
Prepare for a new career	1,032	269	6	258	11	10	14	464
Prepare for a job change	284	58	0	84	1	5	2	134
Improve skill at the present job	24	1	0	9	2	0	0	12
Maintain a license	64	22	0	11	1	0	0	30
Totals:	1,404	350	6	362	15	15	16	640

Employment Percentages:	Total Job Market	Job is Related	Job Not Related	Seeking Work	
Prepare for a new career	279	0.92	0.03	0.03	
Prepare for a job change	90	0.93	0.01	0.05	
Improve skill at the present job	11	0.81	0.18	0.00	
Maintain a license	12	0.91	0.08	0.00	
Totals:	392	0.92	0.03	0.03	

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3. At the top of the page, the student's primary purpose for attending classes as recorded during the 1984-85 Classroom Survey is cross tabulated with the student's employment or college status recorded one year later.

4. At the bottom of the page, the job status of students who were known to have entered the job market is expressed as a percentage of the number of students in the three job market categories.

Table 7-5

STATEWIDE STUDENT FOLLOW-UP PROJECT
Student Objective and Employment Status
1985-86

TOP: 210720 CHILD DEVELOPMENT	Total Students	Still in College		Employed		Unemployed		Status Unknown
		Same College	Another College	Job is Related	Job Not Related	Seeking Work	Not Seeking	
Prepare for a new career	341	105	4	52	12	2	8	158
Prepare for a job change	255	59	3	57	4	0	0	132
Improve skill at the present job	257	43	2	52	5	0	0	155
Maintain a license	192	54	1	35	1	1	2	98
Totals:	1,045	261	10	196	22	3	10	543

Employment Percentages	Total Job Market	Job is Related	Job Not Related	Seeking Work
Prepare for a new career	66	0.79	0.18	.03
Prepare for a job change	61	0.93	0.06	.00
Improve skill at the present job	57	0.91	0.08	.00
Maintain a license	37	0.95	0.02	.02
Totals:	221	0.89	0.09	.01

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3. At the bottom of the page, the job status of students who were known to have entered the job market is expressed as a percentage of the number of students in the three job market categories.

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Junior Colleges
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